



义务教育教科书

(五·四学制)

ENGLISH

英语



六年级
下册



上海教育出版社

义务教育教科书

（五·四学制）

英语

六年级

下册

主编 束定芳

上海教育出版社

主 编：束定芳

分册主编：王蓓蕾

本册编写人员：安 琳 施志红 卢 璐

孔菊芳 盛肇靖 倪 蓉 吕 娜 衣永刚

责任编辑：倪雅菁 阎冰清

特约审读：黄 艳 李江慧 周长天

封面设计：陆 弦 朱博韡

版式设计：赵 兵 朱博韡

插图绘制：顾依青 赵 兵 朱凌皓

本册教材部分图片由图虫·创意、壹图网、视觉中国等图片网站提供

义务教育教科书（五·四学制） 英语 六年级下册

出 版 上海教育出版社（上海市闵行区号景路 159 弄 C 座）

发 行 上海新华书店

印 刷 **** 印刷有限公司

版 次 2025 年 1 月第 1 版

印 次 2025 年 1 月第 1 次印刷

开 本 787 毫米 × 1092 毫米 1/16

印 张 9

字 数 135 千字

书 号 ISBN 978-7-5720-3250-9/G · 2891

定 价 17.90 元（含音频 8.60 元）

版权所有·未经许可不得采用任何方式擅自复制或使用本产品任何部分·违者必究

如发现内容质量问题，请拨打 021-64319241；

如发现印、装问题，请拨打 021-64373213，我社负责调换。

价格依据文件：沪价费〔2017〕15 号

声明 按照《中华人民共和国著作权法》第二十五条有关规定，我们已尽量寻找著作权人支付稿酬。著作权人如有关于支付稿酬事宜可及时与出版社联系。

致同学

亲爱的同学：

欢迎与我们一起继续初中阶段的英语学习！

本学期，你将继续和教材中的小伙伴们一起，在学习英语的同时，探索新世界、思考大问题（Big Question），在真实情境中“讲（文化）小故事，悟（人生）大道理，学百科新知识，用英语做事情”。我们将通过教材，帮助你运用科学有效的方法学习英语，发展英语语言能力，培育文化意识，提升思维品质，提高学习能力。

本套教材的每个单元以主题为引领，从大问题入手，设有五个小话题，分别对应听力、口语、阅读、写作和项目探究五大板块。每个话题下包含符合初中生学习、生活和成长特点的类型丰富的语篇，设计层层推进的学习活动，帮助你获得丰富的学习体验，并在学习过程中了解自己的学习成效，最终对单元大问题有更加全面、深入的认识和理解。

围绕不同的主题，教材通过鲜活真实的语言素材，为你提供地道的语言示范。本册教材中，听力、口语板块的多模态文本图文结合，均以日常生活中常见的真实情境为范本设计（如节目单、展板、网页、海报等）；听力板块配有广播、播客、天气预报、歌曲等各类音频素材；在阅读板块，你可以接触到寓言、故事、网络回帖、新闻、演讲、传记等丰富的语篇类型；教材中小伙伴们的日常会话和他们的习作，也会为你提供口语和写作表达的范例。

在你学习教材的过程中，智能机器人“胡博士”（Dr Hu）将会继续陪伴你左右，帮助你掌握语言知识、技能和学习策略。每单元最后的“项目探究”（Project）为你准备了更多的挑战任务。你准备好迎接挑战了吗？

本册教材除了常规单元以外，还设有两个文化角（Culture corner）和一个文学角（Literature corner）。文化角不仅带你更深入地了解中国文化，学会用英语讲中国故事，还带你领略多样的世界文化。文学角中，我们精选了广受青少年喜爱的优秀文学作品片段，供你赏析。

希望这套教材给你带来学习英语的新体验、新收获，为你插上一双逐梦的翅膀，飞向世界，飞向未来！

Contents

Unit	Viewing and listening	Speaking
1 Everyone is different (p. 2) BQ: <i>What makes you different?</i>	Noticing differences (p. 4)  A class picture  A poem Sound: Letters “f”, “ph” and “gh”	Finding differences (p. 6)  A student talent show programme  A conversation: Offering help for a student talent show Word study: Word group
2 Rules around us (p. 16) BQ: <i>Why do we need rules?</i>	Signs and rules (p. 18)  Common signs  Underground announcements Sound: Letters “ng” and “nk”	Rules in different places (p. 20)  A display board: Lab rules  A conversation: Talking about rules in the lab Word study: Word partner
3 Festivals across cultures (p. 30) BQ: <i>What do you know about festivals in different cultures?</i>	Festival foods (p. 32)  A web page: Festival foods for good luck  A podcast: Food traditions for New Year’s Eve Sound: Letters “w” and “y”	Festival activities (p. 34)  An event programme: The Edinburgh International Festival  A conversation: Making an invitation Word study: Word partner
4 Weather and our lives (p. 44) BQ: <i>How does weather affect our lives?</i>	Weather reports (p. 46)  A weather app page  A weather report Sound: Letters “th” Word study: Word group	Seasonal activities (p. 48)  A display board: Seasonal activities  A conversation: Talking about seasonal activities

Reading	Writing	Discovery	Project
Accepting differences (p. 8) ■ A fable: The peacock and the wise old tree Grammar in use: The future: <i>will</i>	Showing differences (p. 12) ■ A self-introduction: Introducing oneself in a talent show	■ What qualities do they have? (p. 14)	Future me (p. 15) ■ Making a profile of "Future me"
A rule story (p. 22) ■ A story: No rules today Grammar in use: The imperative	A notice for an activity (p. 26) ■ A notice: Rules for a school activity	■ Beach flags (p. 28)	A flyer of signs and rules for public places (p. 29) ■ Making a flyer of signs and rules
Festival celebrations (p. 36) ■ An online post: How do you celebrate the Mid-Autumn Festival? Grammar in use: Past simple	Festival experiences (p. 40) ■ An online post: An impressive festival experience	■ Festival colours (p. 42)	A festival poster (p. 43) ■ Making a poster about a festival
Extreme weather (p. 50) ■ A news article: UK heatwave hits a new high Grammar in use: Preparatory <i>it</i>	Weather and travel (p. 54) ■ An email: Best time to travel	■ Different ways to predict weather (p. 56)	Weather in life (p. 57) ■ Making a presentation about the effect of weather

Unit	Viewing and listening	Speaking
5 Green neighbourhood (p. 58) BQ: <i>What makes a green neighbourhood?</i>	A green song (p. 60) ■ A poster: Building a green neighbourhood ■ A song: Building a green neighbourhood Sound: Letters "ge", "dge", "ch" and "tch" Word study: Word group	Green ideas (p. 62) ■ A comic: Showing green activities ■ A conversation: Suggestions for building a green neighbourhood
6 Famous people in history (p. 72) BQ: <i>What can you learn from famous people?</i>	World changers (p. 74) ■ A web page: Five great scientists who changed the world ■ An introduction: Thomas Edison	Life savers (p. 76) ■ Project display: Life savers in history ■ A conversation: Talking about famous Chinese life savers Sound: Letters "tr" and "dr" Word study: Word partner

Culture corner (p. 86)	Exploring China: Great people in history (p. 86)
-------------------------------	---

Literature corner (p. 92)	A chapter to start with: <i>The Wonderful Wizard of Oz</i> (p. 92)
----------------------------------	--

Notes (p. 97)	Sound file (p. 100)
----------------------	----------------------------

	Unit 1	Unit 2	Unit 3
Grammar file (p. 108)	The future: <i>will</i> (p. 108) Demonstrative pronouns (p. 109)	The imperative (p. 110) The modal verb: <i>must</i> , <i>mustn't</i> (p. 111)	Past simple (p. 112)

Words and expressions in each unit (p. 119)	Words and expressions in alphabetical order (p. 124)	Proper nouns and glossary (p. 130)
--	---	---

Reading	Writing	Discovery	Project
A green city (p. 64)  A speech: The garden city Grammar in use: Modal verbs: <i>can, may</i> and <i>should</i>	"One-step Greener" experiences (p. 68)  A diary: My "One-step Greener" experience	 Earth Day celebrations (p. 70)	An ideal green neighbourhood (p. 71)  Designing a green neighbourhood
Great storytellers (p. 78)  A short biography: William Shakespeare Grammar in use: There + be	Great minds (p. 82)  A story: A famous person in history	 Short stories of famous people (p. 84)	Stamps of famous people (p. 85)  Designing stamps of famous people

Exploring the world: Antarctica (p. 89)

A scene to act out:
The Tempest (p. 94)

A poem to savour:
Night Thoughts (p. 96)

Word study support (p. 102)

My learning notes support (p. 106)

Unit 4	Unit 5	Unit 6
Preparatory <i>it</i> (p. 114)	Modal verbs: <i>can, could, may, should, must</i> (p. 115)	There + be (p. 117)

Numbers (p. 132)

Months and days (p. 134)

Irregular verbs (p. 135)

Unit 1

Everyone is different



Big Question

What makes you different?

To-do list

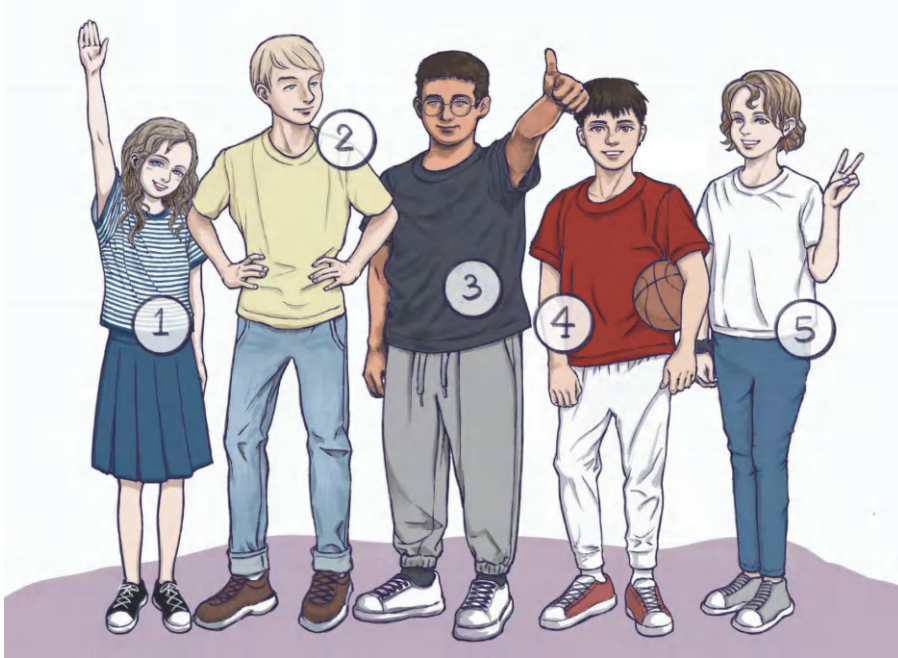
- 1 Listen to a poem about the ways people are different.
- 2 Talk about my classmates' strong points.
- 3 Read a fable about what makes each animal unique.
- 4 Write a self-introduction to show a unique self.
- 5 Make a profile of "Future me".



Getting started

Look at the pictures and list at least three different points between any two students.

Ms Chen is sharing with her class a picture of some visiting students from Swan Lake Middle School, a partner school of New Star in Auckland.



A1 Look and say Look at the picture. You may use the words or phrases from the box to talk about the students.

- tall short big small thin slim fat
- curly/straight/short/long/dark/brown hair
- T-shirt trousers skirt jeans



They will come to our school next week. What do they look like?



The girl in the blue skirt has long brown hair.



She's short and slim.



A2 Listen and think Ms Chen plays a poem about the coming students. Listen to part of the poem and tick (✓) the difference(s) between them.



Listening for key words

☐ sizes and shapes

☐ clothes

☐ skin colours

☐ hair colours



A3 Listen and take notes Listen again and complete the table.

Name	Special points	Picture number
Paul	small and ¹ _____	⁶ _____
Paula	taller than Paul with ² _____	⁷ _____
Kim	³ _____; fair; long brown hair	⁸ _____
Mika	bigger; ⁴ _____ than Kim; ⁵ _____ hair	⁹ _____
Finn	taller than Mika	¹⁰ _____



Sound Letters "f", "ph" and "gh"

Read aloud.

Look at the photos on the phone.

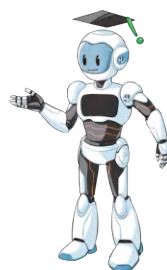
Here are a few of my favourite ones:

Philip is fixing the music box;

Sophia is making paper cuts;

Fiona is drawing butterflies;

All of us are laughghing and having fun.



Update my to-do list

☐ ☐ ☐ ☐ ☐

Listen to the rest of the poem. Write down the special points of Shirley, Claire and Trevor.

New Star and Swan Lake will have a student talent show together. Paul gives a list of shows. Lu Yao is preparing for the programme. Wang Yiming offers to help her.

Student Talent Show Programme

6 March, School Hall

New Star	Swan Lake
...	Kim Tree of Last Year (story)
...	Finn The Butterfly Lovers (violin)
...	Paul Shooting in One Minute (basketball)
...	Paula We Are the World (song)
All Tomorrow Will Be Better (song)	
Hosts: Lu Yao & Paul	

B1 Look and say Work in pairs and talk about the student talent show programme.



Who will play the violin in the show?

Finn. He will play *The Butterfly Lovers*.



B2 Listen, read and think Listen to the conversation between Yiming and Lu Yao. What does Yiming suggest about the programme?

Yiming: Hi, Lu Yao! What are you doing?

Lu Yao: I'm preparing for our talent show with Swan Lake Middle School!

Yiming: Wow! Sounds exciting! Is there anything I can do to help?

Lu Yao: I need someone to help me prepare the programme. Will you do that?

Yiming: I'd like to. That is what I'm good at.

Lu Yao: Wonderful! Any ideas about our programme?

Yiming: Well, how about a song by Li Bailing and drumming by Lin Dong and Zhao Peng?

Lu Yao: Great! Bailing has a beautiful voice. Lin Dong and Zhao Peng are good drummers.

Yiming: Shall I ask other students about our programme?

Lu Yao: Good idea!

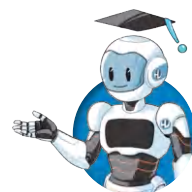
My learning notes

Offering help:

- What can I do for you?
- May I help you?
- _____

TEEN skill Expressing feelings

To express feelings in a conversation, you can use **adjectives** (e.g. exciting/excited, wonderful) and **intonation**. Each intonation carries a different feeling, e.g. joy, anger or worry.



B3 Role-play Yiming will talk with his classmates about the talent show. They also want to offer help. Work out a conversation and act it out with your partner.

Word study Word group Describing a person

Looks	Hobbies	Personalities	Abilities
tall	singing	kind	running fast
short	dancing	helpful	speaking good English
fat	drawing	easy-going	playing the piano
thin	telling stories	careful	being good at ball games
...	...	...	...



Update my to-do list



Work in pairs. Talk about a class show or activity and offer help to your monitor.

Lu Yao is telling a fable in the talent show.

C1 Background knowledge Do you know any fables? What can we learn from them?

 **C2** Read the fable.

The peacock and the wise old tree

In a forest live a peacock and a nightingale. They are good friends. But one day the peacock looks sad and says to the wise old tree, "Wise old tree, my friend the nightingale has a lovely voice. She sings so well. Without any doubt, she will be a singer
5 in a few years. I have a loud voice. But when I sing, everyone will laugh at me."

The wise old tree smiles and says, "But you're beautiful. Your feathers are colourful."

"What can I do in the future? Can I be a
10 singer?" the peacock worries.

The wise old tree pats him, "Not everyone will be a singer. You can be a good dancer with your beautiful feathers and dancing skills. Different people are good at different things.

15 The elephant is strong. The monkey is clever. The tiger jumps far. Everyone is unique."



Personal touch

Why do you think Lu Yao tells this fable?

Text type Fables

A fable is a short story that teaches a lesson. The characters in fables are often animals. They speak and act like people.



C3 General understanding Read the fable and choose the best answer to the question.



Understanding the moral

What does the story try to tell us?

- A The peacock is different from other animals.
- B The peacock wants to be a singer in the future.
- C Everyone is happy about their strong points.
- D Everyone has some strong points.

C4 Detailed reading Read again and complete the table with the peacock's feelings and the reasons.

Feelings	Reasons
Sad	The peacock doesn't have a ¹ _____ like the nightingale. Everyone will ² _____ when he sings.
³ _____	The peacock doesn't know what he can do ⁴ _____.

C5 Further thinking Answer the questions.

- 1 What does the wise old tree say about the other animals? Why does he say so?
- 2 What might the peacock feel after hearing the words of the wise old tree?
- 3 What will the peacock probably say and do later?

Vocabulary focus Complete the conversation between the peacock and his grandmother with the words and phrases from the text.

Grandmother: You look so happy today!

Peacock: Do you know the ¹ _____? He thinks I'm ² _____.

Grandmother: Oh, you have ³ _____.

Peacock: I'll be a dancer. My friend the nightingale can be a good singer. She has a lovely ⁴ _____.

Grandmother: Exactly! Everyone is different. We're all ⁵ _____.



Update my to-do list



Think and share. What lesson can we learn from the fable?

➡ Grammar in use The future: will

1 Read and think Read the following sentences. Underline the two different ways of talking about the future in each example.

- (1) Look! She gets another big prize for singing. She is going to be a singer in a few years.
She has a lovely voice. Without any doubt, she will be a singer in a few years.
- (2) Look at the dark clouds! It's going to rain soon.
I think it will rain soon. We have to stop playing football.
- (3) "What are you going to do tomorrow?" "I'm going to borrow some books from the library."
"Class is over. Will you go to the library?" "Yes, I will."
- (4) "The Peony Pavilion is a classic drama." "Yes, I know and I'm going to watch it this summer."
"Will you watch *The Peony Pavilion* with me?" "Hmm ... No, thanks. I'll go and visit my grandma."

2 Work out the rules Tick (✓) the one(s) you agree with.

We usually use *will* to ...

- ☐ predict or guess what will happen
☐ state a decision already made
☐ make a decision at the moment of speaking

Grammar file → p. 108

3 Practise Your friend will be in a talent show tomorrow, but he or she is very nervous. Complete the sentences to cheer him or her up.

(1) I'll forget my words!

No, you won't. I'm sure you won't forget your words.

(2) People won't like my singing!

Yes, they will. I'm sure they will like _____.

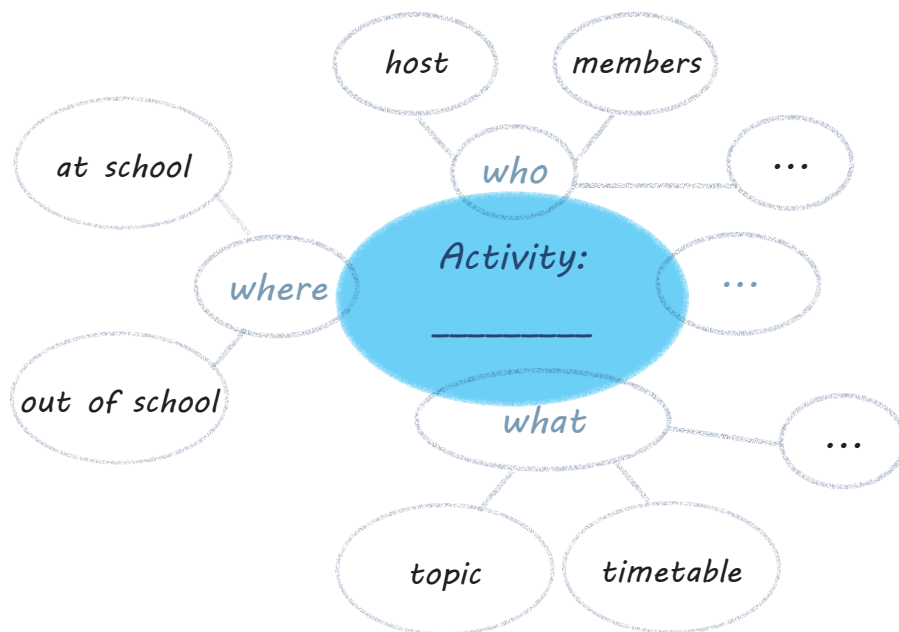
(3) Everyone will laugh at me!

No, they won't. Of course _____.

(4) The dance will not be a success!

Yes, it will. _____.

4 Discuss Work in pairs. Talk about another coming activity with the help of the mind map.



tomorrow
next week/month/...

this weekend
in ... days/weeks/...



What will we do on Friday afternoon?



We'll have a class meeting.

Will Lu Yao host the meeting?

No, she won't. Lin Dong will be the host.

Chen Feifei is introducing herself to her new friends from Swan Lake Middle School in the talent show.

D1 Think Read Feifei's self-introduction. What makes her different from others?

Hello, everyone! I'm Chen Feifei. "Fei" in Chinese means "fly". I'm a happy bird, flying here and there. I like dancing, music and drawing. I'm good at drawing pictures for our noticeboards. This is my drawing of your class. Do you like it? Would you like to be my friend?



Grammar file → p. 109

TEEN skill Writing a self-introduction

A self-introduction usually includes one's name, hobbies and abilities. We should make it clear and unique by describing our special points.



D2 Prepare Underline the answers to the questions in Feifei's self-introduction.



- Q1: How does she begin her self-introduction?
- Q2: What does she like?
- Q3: What is she good at?
- Q4: How does she end her self-introduction?

D3 Plan Plan your writing by noting down key information in the mind map on the next page.

```
graph TD; A[Self-introduction] --- B[name]; A --- C[hobbies]; A --- D[abilities]; A --- E[...];
```

name

hobbies

abilities

...

D4 Write Write your self-introduction.

Hello, everyone! _____

D5 Check Check your self-introduction. Pay attention to its structure and language.

 **Update my to-do list** ☐ ☐ ☐ ☐ ☐

Work in groups. Listen to each other's self-introductions and note down everyone's special points. Then compare your notes.

What qualities do they have?



Sun Bin

"Favourable^① weather conditions, geographic^② advantages and the unity^③ of the people all must be in place. If not, victory will be costly."

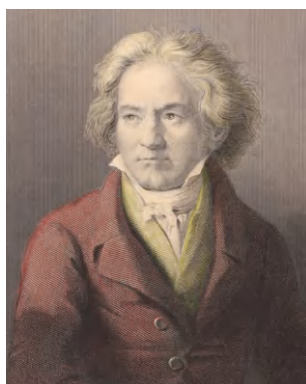
He could not walk after his knees got hurt, but he wrote *Sun Bin: The Art of War*, one of the most famous Chinese books about warfare^④.



Helen Keller

"Keep your face to the sunshine and you cannot see the shadow^⑤."

She was blind and deaf when she was 19 months old. She started to learn words by touching things and others' lips. She became a famous writer and speaker.



Ludwig van Beethoven

"There are and will be thousands of princes. There is only one Beethoven!"

He wrote some of his most famous pieces after he was completely deaf. He was one of the greatest composers^⑥ of all time.

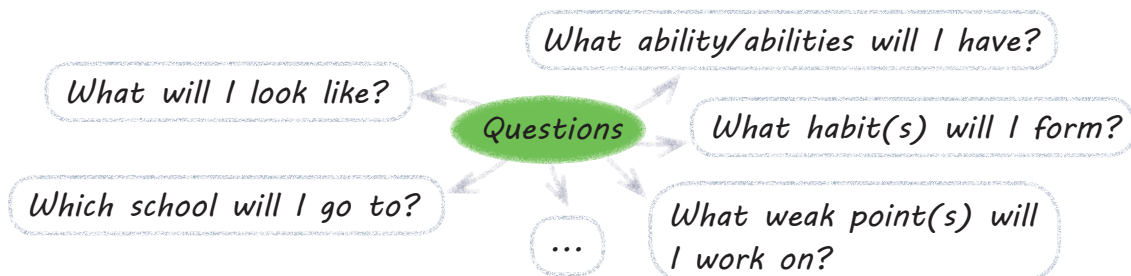
Read and think What problem(s) did these famous people meet with in their lives?

- ① favourable 有利的 ② geographic 地理的 ③ unity 统一 ④ warfare 战争 ⑤ shadow 阴影
⑥ composer 作曲家

Making a profile^① of “Future me”

Work in groups of four or five. Each member of the group makes a profile of “Future me” with words and a picture, and puts it in a “time box”. About three years later, all students will open the box and read their profiles.

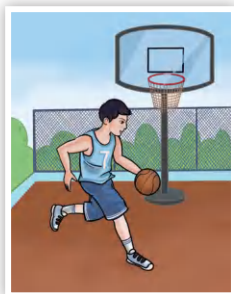
Step 1 **Collect ideas** Ask yourself questions and note down the answers.



Step 2 **Write** Put together the answers in Step 1 and write the first draft.

Step 3 **Share and revise** Share your draft. Discuss the questions in Step 1 and revise your draft.

Step 4 **Draw** Draw a picture of yourself for your profile, or ask someone in your group to draw the picture.



I will be over 1.75 metres tall and the best player on our school basketball team. I'll go to a good school in our city. I'll read English books every day and be able to speak English well. I will not spend much time on computer games but will play ball games with my friends.

Step 5 **Seal the box** Put your profile of “Future me” in the “time box” and seal the box.



Update my to-do list



Work in groups. Help each other find ways to become future selves.

① profile 简介

Unit

2

Rules around us



Big Question

Why do we need rules?



To-do list

- 1 Listen to announcements about rules.
- 2 Talk about rules in different places.
- 3 Read a story about rules at school.
- 4 Write a notice for an activity.
- 5 Make a flyer about rules for public places.

Getting started

Read the list. Tick (✓) the things you must do. Cross (X) the things you mustn't do. Explain why.

- | | |
|--|---|
| ☐ Stop and wait at a red light. | ☐ Pick flowers or fruits in a city park. |
| ☐ Arrive at school on time. | ☐ Talk loudly in the city library. |

Every day, we see signs everywhere. They are part of our lives.



• Don't turn right here.

• Underground this way.

• Turn left here.

• No leaning.

• No littering.

• Mind the gap.



A1 Look and say Match the meanings on the right with the signs. Then work in pairs and discuss where else you can find the signs.

Where else can you find the sign "No leaning"?



I can find it on the escalator in the underground station.



 **A2 Listen, view and circle** Listen to the announcements and circle the signs you hear.

 **Visualising**



 **A3 Listen and take notes** Listen again and complete the sentences.

Announcements for passengers

On the escalator

- 1 _____ your eyes only on your phone.
- 2 Please use the lift when you have _____.

On the platform

- 3 Please wait at the _____ line and mind the _____.
- 4 Don't rush when the underground train _____.

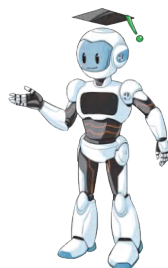
On the train

- 5 Don't _____, _____, smoke or litter on trains.
- 6 Please give your seat to anyone _____.

 **Sound** Letters "ng" and "nk"

Read aloud in pairs.

- A: What's the meanng of this sign?
 B: It means we mustn't eat food or drinks here.
 A: What else should we follow in the library?
 B: Keep quiet. Don't keep books for too long.
 A: Thanknk you for tellingng me all these things.



  **Update my to-do list** ☐ ☐ ☐ ☐ ☐

Listen to an announcement, circle the signs in **A2** and say where you might hear it. Write down the rules.

Paul, an exchange student from Swan Lake Middle School, is looking at a display board in the clubroom with Lu Yao.

Dos and don'ts



Don't wear open-toed^① shoes in the lab.



Never leave rubbish on the floor.



No food or drinks in the lab.



Always wear safety gloves when working in the lab.



Always throw broken glass into the broken glass container.



B1 Look and say Work in pairs. Look at the display board and discuss the questions below.

- 1 Which club are Paul and Lu Yao interested in?
A Photography. B Science. C Art.
- 2 What rules must students follow according to the display board?

① open-toed 露趾的

**B2 Listen, read and think** Listen to the conversation between Paul and Lu Yao. What rules does Lu Yao point out?

Paul: Are you ready to go to the lab and do some experiments today?

Lu Yao: Yes. Look, I am wearing close-toed shoes.

Paul: Great!

Lu Yao: Before we get started, look at the rules first to keep safe.

Paul: What rules must we follow in the lab?

Lu Yao: We mustn't eat or drink in the lab. We mustn't leave rubbish on the floor.

Paul: What else must we do or not do?

Lu Yao: Always wear safety gloves when working.

Paul: I see. Anything else?

Lu Yao: Look there, and you can find more rules.

Grammar file → p. 111

Word study Word partner Linking verb (**keep, stay, grow**) + Adjective

Look at the expressions with "keep", "stay" and "grow". Try to give more examples.

*You must **keep quiet** in the reading room.*

*Keep doing exercise, and you can **stay healthy**.*

*Take care of the trees to make them **grow big and strong**.*

B3 Role-play Work with a partner. Make up a new conversation to talk about the rules according to the display board.*My learning notes***Giving orders:**

- Be quiet.
- Please follow rules.
- Never litter.
- _____



Update my to-do list



Work in pairs. Talk about rules in a public place like the library, the park or the road.

Lin Dong is sharing a rule story with Lu Yao.

C1 Predicting Look at the picture and predict: Why does Bob look unhappy?

 **C2 Read the story.**

 **Predicting**

Ms White and her students are talking about rules in class. Bob thinks, "I don't like rules. School will be a better place without any rules."

5 Next day, Bob comes to school.

Ms White smiles and says, "Today we won't have any rules in our school." "Hurrah!" Bob shouts happily.

The STEM class begins. It's Bob's turn to show his model plane. He begins to talk, but no one pays any attention to him. He says loudly, "Keep quiet! I'm trying to tell you something." Jim replies, "No. It's a day without rules!!"

15 In the PE class, Bob wants to play tennis and asks, "May I have a turn?" Emma says, "No. No rules today!"

At lunchtime, someone takes some of Bob's food without asking. "It's my food," Bob cries out, "What's happening today? No one listens to me, no one lets me play ... Can we have our rules back now?"

20 "Wake up, Bob. Are you having a dream? It's time for school!" Bob hears his mum's voice.



Personal touch

What can you learn from Lin Dong's story?

C3 General understanding Read the story and tick (✓) the best title.

☐ Important rules

☐ No rules today

☐ Rules at school

C4 Detailed reading Read the story again and complete the table below.

Time	What happens	Rules
In the STEM class	Bob's classmates ¹ _____ _____.	<i>Keep quiet and listen to others</i> _____.
In the PE class	Emma ² _____ _____.	⁴ _____ _____.
At lunchtime	Someone ³ _____ _____.	⁵ _____ _____.

C5 Further thinking Answer the questions.

- 1 Why does Bob have such a dream?
- 2 What other rules should we follow at school?

Vocabulary focus Help Lu Yao complete the story review with the words and phrase from the text and the picture.**Story review**

Name: Lu Yao

My opinion of the story:

I like this story. At first, Bob thinks school life will be fun ¹ _____ rules. Later, he has a dream ... On the day without rules, his classmates don't listen to him and don't keep ² _____. Emma doesn't let Bob play the games in ³ _____. Someone takes Bob's food without asking. It is all because there are no rules today. In the end, Bob ⁴ _____. The story shows us that rules are very ⁵ _____. They help us behave well, stay safe and be happy.

Rating the story: **9/10**

Would you recommend this story to others? (YES/NO) ☒ YES ☐ NO

**Update my to-do list**

Work in groups. Each group member chooses one role from C2. Act out the story.

➤➤ Grammar in use The imperative

1 **Read and think** Read the sentences below. Find more examples from Sections A, B and C.

- (1) Be careful.
- (2) Keep quiet!
- (3) Don't rush.
- (4) Never play with fire.

2 **Work out the rules** Read the sentences above again and fill in the blanks.

- We form imperative sentences with the base form of a verb.
- We usually use imperative sentences to tell people to do something.
- We add _____ or _____ to form negative imperative sentences.
- We use negative imperative sentences to tell people _____ to do something.

Grammar file → p. 110

3 **Practise** Li Bailing is singing a song while cleaning the classroom with her classmates. Complete the song with imperative sentences, positive or negative.

Put the rubbish in the bin.

- (1) _____ the paper everywhere.
- (2) _____ pens and pencils away.

Let's clean the classroom today!

- (3) _____ the board.
- (4) _____ any pictures any more.
- (5) _____ the desks and chairs away.

Let's clean the classroom today!

Keep our classroom clean today.

- (6) _____ the floor.
- (7) _____ tidy up today.
- (8) _____ our classroom tidy today.

A clean classroom makes us happy every day!



4 Discuss and share Work out the top 10 class rules.

(1) Work in pairs. List some rules for your class.

Dos	Don'ts
Keep the classroom clean.	

(2) Share the rules with your classmates.

(3) Choose the top 10 rules for your class and put them down in the following boxes.

1

2

3

4

5

6

7

8

9

10

Class rules

D A notice for an activity

>> Writing

You are going to write a notice about rules for a school activity.

D1 Think Read the notice of Lin Dong's school. What is the notice about?

Title

Notice

Opening

_____ & _____
of the activity

▪ We will have our spring outing on 22 March.

Body

_____ of the
activity

We are going to the Science and Technology Museum. We will meet at the school gate at 9 a.m. and come back at 3 p.m.

_____ of the
activity

Remember:

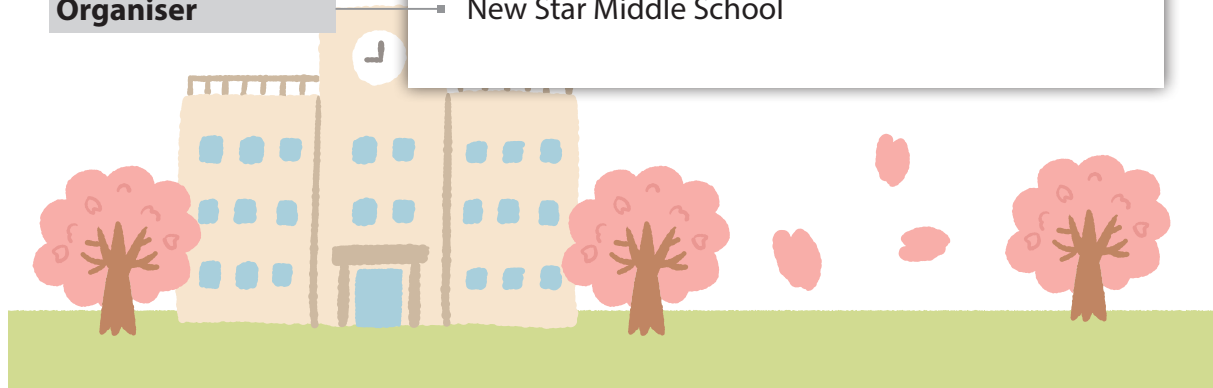
- Always keep safe.
- Stay with the groups.
- No photos.
- No littering.

Ending

▪ Have a good time!

Organiser

▪ New Star Middle School



D2 Prepare Complete the tags on the left of the notice.

D3 Plan Think of a school activity you are going to have. Make notes about it.

1 What activity are you going to have? (Sports Day/Open Day/Arts Festival/...)

2 When and where are you going to have it?

3 What rules do you think students must follow?

•

•

•

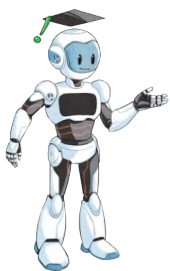
•

• ...

D4 Write Write a notice for the activity.

D5 Check Check your notice. Pay attention to the basic elements of a notice and the language about rules.

TEEN skill Writing a notice



A notice is a formal written announcement for a group of people. It should be clear and precise. It usually includes:

- Title
- Opening (e.g. name of the activity)
- Body (e.g. plan of the activity)
- Ending
- Organiser

Keep sentences short and use simple words in the notice.



Update my to-do list



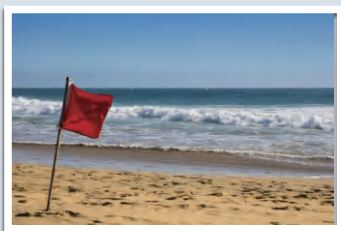
Work in groups. Select the best notice and give reasons.



>> Discovery

Beach flags

Beach flags tell us information about the waves. They can keep us safe when we are playing on the beach.



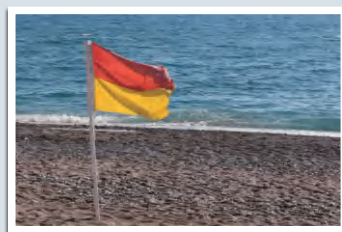
A red flag means the surf^① is very dangerous. There are big waves, or maybe other dangers. We mustn't swim in the water when we see a red flag.



A yellow flag means it is dangerous somewhere. The waves can be very strong, and maybe bad weather is coming. When there is a yellow flag, parents should watch children at all times. We shouldn't swim or sail in the sea alone.



A pair of black and white flags means it is a surfing area. So, don't swim there. We must keep surfers safe.



A red over yellow flag means it is a safe swimming area. Helpers are near.

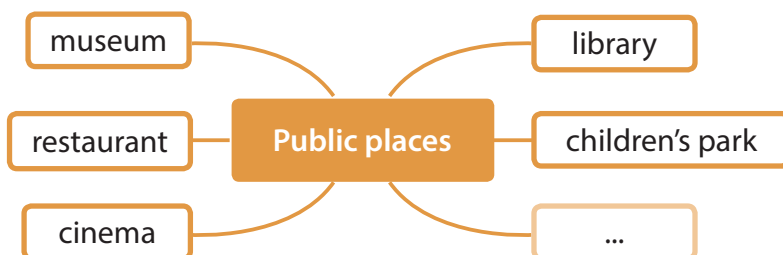
Read and think Which flag shows that we can go swimming? Why?

① surf 激浪

Making a flyer^① of signs and rules

Work in groups. Make a flyer of signs and rules for public places.

Step 1 Choose Choose one public place near your school.



Step 2 Collect signs and rules Find the signs and rules in this place. Take photos or draw pictures of the signs.

Step 3 Make a flyer Write down the place and rules and stick the photos or pictures.

Signs and rules in the children's park



☺ Don't run fast.

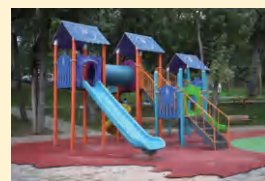
☺ Wait in line politely.

☺ No smoking or littering.



☺ Facilities for children only.

☺ Children under 6 must be accompanied by a parent.



Step 4 Share Share your flyer with your classmates and describe the signs and rules.



Update my to-do list



Look at other groups' flyers and make comments.

① flyer 小传单

Unit

3

Festivals across cultures



A

Big Question What do you know about festivals in different cultures?



C



- ## To-do list
- 1 Listen to a podcast about festival foods.
 - 2 Talk about festival activities.
 - 3 Read online posts about festival traditions.
 - 4 Write an online post about my festival experience.
 - 5 Make a poster about a festival in China or other countries.

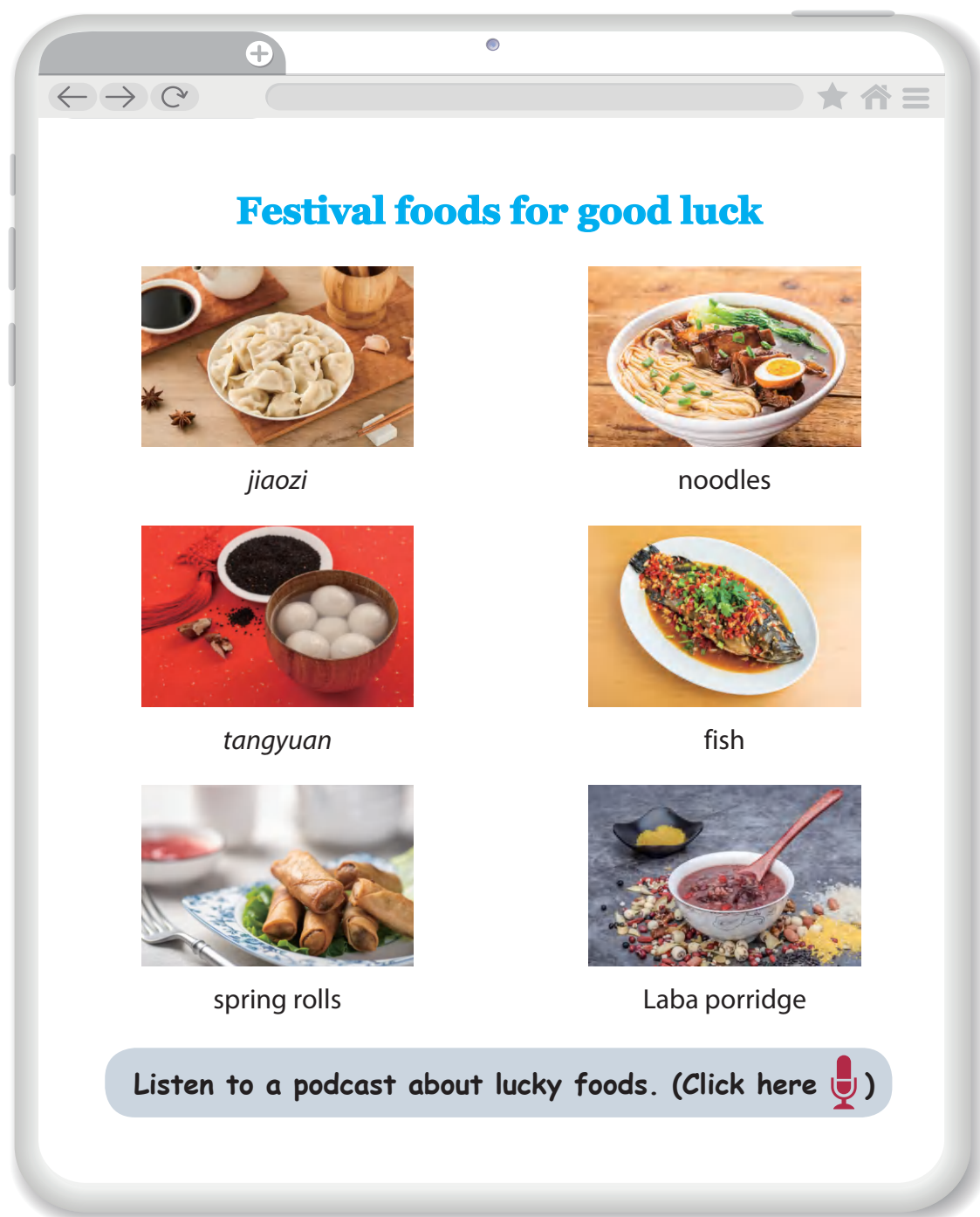


Getting started

**Look at the pictures. Match each picture with a festival description.
In what places do people usually celebrate these festivals?**

- 1 People pour water over one another for good luck.
- 2 People cover one another with coloured powder.
- 3 People make a big outdoor fire to celebrate summer.
- 4 People eat *zongzi* and row boats at this festival.

Li Bailing finds a web page about festival foods.



Festival foods for good luck


jiaozi


noodles


tangyuan


fish


spring rolls


Laba porridge

Listen to a podcast about lucky foods. (Click here )

A1 Look and say Look at the web page. Do you know why people believe these foods to be lucky?

 **A2 Listen and think** Listen to Bailing's podcast and tick (✓): What is the speaker's main purpose?



Understanding a speaker's purpose

- ☐ To teach people how to cook food for New Year's Eve.
- ☐ To introduce food traditions for New Year's Eve.
- ☐ To talk about the history of New Year's Eve.

 **A3 Listen and take notes** Listen again and complete the table.

	What?	Where?	Why?
Lucky foods	Fish	The countries close to 1 _____	To bring wealth
	2 _____	Some Asian countries like China and the Philippines	To hope for a 3 _____
	Cabbage	Germany	To pass on good luck
	4 _____	Mexico	To make 5 _____ at midnight

 **Sound** Letters "w" and "y"

Read aloud.

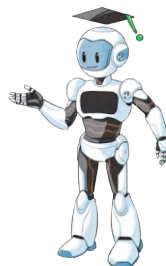
Happy New Year to you,

Happy New Year to you!

We watch fireworks.

We welcome the harvest,

We wish you a healthy and wealthy New Year.



Update my to-do list



Listen to a podcast about festival foods. Find the speaker's purpose and make a table similar to that in A3.

Harry Turner and Li Bailing are talking about a programme about the Edinburgh International Festival.

10:30 p.m., 3 August

Opening Event

At Festival Square

8 p.m., 5 August

Beethoven's Ninth Symphony

At the Usher Hall

8 p.m., 18 August

Swan Lake

At the King's Theatre

8 p.m., 22 August

Cats

At the Lyceum

5–29 August

Live Street Shows

At the Royal Mile

9:30 p.m., 27 August

Closing Fireworks Concert

At the Ross Theatre & Princes Street Gardens

Check out our website for more information:

<http://www.edinburghfest.org>

Edinburgh International Festival

Since 1947



B1 Look and say Look at the programme. Which events would you like to attend?

 **B2 Listen, read and think** Listen to the conversation between Harry and Bailing. What do people usually do at the Edinburgh International Festival?

Bailing: Hi, what are you reading?

Harry: It's a programme for this year's Edinburgh International Festival.

Bailing: Wow, it looks good. What is special about the festival?

Harry: There are a lot of plays, performances, operas and concerts. All in one place.

Bailing: Really?

Harry: I went there last year and saw a musical group perform *Cats*.

Bailing: I've never seen a musical before!

Harry: Would you like to go on a family trip to Edinburgh during your summer holidays with us?

Bailing: Sounds great! I need to talk to my mum and dad. May I have this programme?

Harry: Sure! Here you are.

B3 Role-play Wang Yiming is interested in ballet and street shows. Harry invites him to this year's Edinburgh International Festival too. Work in pairs and act out their conversation. Use the above conversation as a model.

TEEN skill Making invitations

We make invitations to ask someone to join us for an activity or event. Invitations between close friends are usually informal. Formal invitations can show greater respect and politeness.



My learning notes

Making an invitation:

- (Formal) I'd like to invite you to ...
- (Informal) Do you want to ...?
- (Formal/Informal) Would you like to ...?
- _____

Responding to an invitation:

- (Informal) I'd love to.
- _____
- (Formal) I'm really sorry, but I've got something else on.

Word study Word partner Verb + Noun

The following verbs are often used in describing festival activities. What nouns or noun phrases do they often go together with?

Verb	Noun/Noun phrase	Verb	Noun/Noun phrase
watch	<i>a show/a lion dance/a concert/...</i>	play	
eat		visit	
wear		enjoy	



Update my to-do list



Work in pairs. Think of a festival in your hometown and invite your partner to the festival.

C1 Predicting Look at the title and the pictures below, and guess: What are the online posts about?

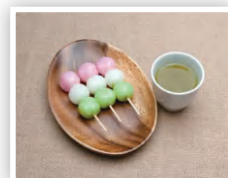
 C2 Read the online posts.

The Mid-Autumn Festival is on the 15th day of the eighth month, following the Chinese lunar calendar. With a history of thousands of years, it's a day for family reunions. This evening we ate mooncakes and watched a full moon in a park. I thought of the story of Chang'e flying to the moon. Is she missing her friends?

Zhang Lijia, China (posted at 8:50 p.m., 17 Sept.)

Tsukimi is different from Chinese celebrations. We decorate our houses with special autumn grass and eat Dango. We mostly celebrate it with friends. Tonight, I had Dango and tea with my friend in a local tea house. What a quiet night it was!

Haruto, Japan (posted at 9:10 p.m., 17 Sept.)



We started Chuseok as a harvest festival. We have
 15 it on the same day as China. Songpyeon is our most
 traditional food for family reunions. It's a half-moon-
 shaped rice cake with nuts and sugar. I'm studying in
 China, so this evening I celebrated it with my Chinese
 friends. How happy we were!

²⁰ Seo-jun, South Korea (posted at 9:15 p.m., 17 Sept.)

Personal touch

What else do you want to know about the celebrations?

C3 General understanding Read the posts and fill in the blank.

The Mid-Autumn Festivals in China, Japan and South Korea are similar in:

C4 Detailed reading Read the posts again and complete the table.

About the Mid-Autumn Festival			
Name	Mid-Autumn Festival	Tsukimi	Chuseok
Country	China		
Time			
Festival food			
Festival activity/ activities			

C5 Further thinking Answer the questions.

- 1 What other countries also celebrate the Mid-Autumn Festival?
- 2 Why do people in different countries celebrate the same festival?

Vocabulary focus Here is the online post Li Bailing writes about the Mid-Autumn Festival. Complete it with the words from the text.

← → C
☆
⋮

The Mid-Autumn Festival, with a history of thousands of years, comes from China. It spreads to many other countries, such as ¹ _____ and South Korea. People ² _____ this festival on the same day — the 15th day of the eighth month according to the Chinese lunar ³ _____. In China and South Korea, the Mid-Autumn Festival is a big day for family ⁴ _____. Every country has its own festival food, for example, ⁵ _____ in China, Songpyeon in South Korea and Dango in Japan.

Li Bailing, China (posted at 8:55 p.m., 17 Sept.)



Work in pairs and talk about the food and activity that you think are special in the online posts.

➡ Grammar in use Past simple

1 **Read and think** What do you find from the answers of the two conversations?

Conversation A

A: How do you celebrate the Mid-Autumn Festival?

B: I usually celebrate it with my family, but this year I celebrated it with my friends.

Conversation B

A: Do you like eating mooncakes?

B: I like them very much, but I didn't like them when I was little.

2 **Work out the rules** Tick (✓) the one(s) you agree with.

We usually use the past simple to talk about ...

- ☐ actions that happened in the past
- ☐ things we do regularly
- ☐ past habits and states

Grammar file → p. 112

3 **Practise** Work in pairs. Li Bailing and Wang Yiming are talking about how they enjoyed the Dragon Boat Festival last year. Complete the conversation with the proper forms of the words from the box.

watch be celebrate play learn eat

Bailing: How did you celebrate the Dragon Boat Festival last year?

Yiming: I ⁽¹⁾ _____ games and ⁽²⁾ _____ zongzi. I also ⁽³⁾ _____ to make zongzi. What about you?

Bailing: Well, I ⁽⁴⁾ _____ it with my family. My grandmother made zongzi for us. We ⁽⁵⁾ _____ the dragon boat racing. My brothers ⁽⁶⁾ _____ excited.

Yiming: I can imagine that.



4 Pair and share Work in pairs. Talk about your experiences during the last Spring Festival.

(1) Take turns to ask each other questions. Note down your partner's answers.

Where did you spend the Spring Festival last year?

Whom did you spend the festival with?

What did you do at the festival?

Which experience was the most unforgettable? Why?

...

(2) Compare your experiences. Tell the class what was similar/different.

e.g. **Both of us spent the last Spring Festival at home.**

You want to post your festival experience on a website about teenage life.

D1 Think Read Ada's online post. When did Ada post her experience? How did she celebrate the new year?

← → C ☆ ⋮

Last week, we celebrated the new year! On New Year's Eve, we had a big meal. The beans were my favorite. 😊 In America, we eat beans because we believe that beans will bring us a year's good luck! After the meal, we watched a light show and counted down the seconds in Times Square! We were very excited!

Ada, the United States (posted at 9:30 p.m., 8 Jan.)

D2 Prepare How did Ada describe the festival? Match the labels with the descriptions. You can match more than once. There are two descriptions more than you need.

Festival name

Festival food(s)

Festival activity/activities

Feeling(s)

New Year

just so so

had a big meal

excited

counted down the seconds

The beans were my favorite. 😊

Beans will bring wealth.

Beans will bring us a year's good luck.

watched a light show

TEEN skill Using capital letters for proper nouns

A proper noun is the name of a person, place, organization or thing. Proper nouns usually begin with a capital letter. For example, "China", "People's Square" and "Ada" are proper nouns.



D3 Plan Plan your writing by taking notes about the following questions.

A festival experience

- What festival did you celebrate?

- What festival food(s) did you eat?

- What festival activity/activities did you take part in?

- How did you feel about the festival?

D4 Write Write your post.

← → C [] ☆ ⋮

D5 Check Check your post. Pay attention to the capital letters for proper nouns.

 **Update my to-do list** ☐ ☐ ☐ ☐ ☐

Work in groups. Read each other's posts and vote for the most interesting festival experience.

Festival colours



White: Harbin International Ice and Snow Festival, China

One of the largest ice and snow festivals in the world is in Harbin, China. It takes place from January to February, and every year it has a different theme.

Red: La Tomatina^①, Spain

The last Wednesday in August is the time for La Tomatina in Spain. People throw tomatoes at each other. The food fight lasts for an hour.



Bright colours: Rio Carnival^②, Brazil

This is “the greatest show on the Earth” with carnival walks, shows and dances. The party usually happens every February or March to mark the end of the long, hot Brazilian summer.

Read and think Which festival colour(s) may show happiness?

① La Tomatina 西红柿节 ② Rio Carnival 里约狂欢节

Making a poster about a festival

Work in groups. Make a poster about a festival in China or other countries.

Step 1 **List and choose** Make a list of festivals in your country or other countries. Choose one festival for your group work.

Step 2 **Plan** Search for information about the following questions. Turn to books or the internet for help.

- What is the name of the festival?
- When does it take place?
- What do people do during the festival?
- Is there any special food for this festival?

Step 3 **Make a poster** Write the text for your poster. Remember to decorate your poster with drawings or photos.

Lantern Festival

What are the traditions?

Designed by Group 1

Beginning: about 2,000 years ago, the Han dynasty

Celebration time: the 15th day of the first lunar month

Activities: holding lanterns, watching lantern shows and guessing riddles

Food: tangyuan/yuanxiao, a traditional dish



Step 4 **Share** Display and introduce your poster to other groups.



Update my to-do list



Listen to other groups' introductions and take notes according to the questions in Step 2.

Unit 4

Weather and our lives

①

How does weather affect our lives?

Big Question

③

To-do list

- 1 Listen to a weather report.
- 2 Talk about favourite seasons and activities.
- 3 Read a news article about a heatwave.
- 4 Write an email about the best season to travel.
- 5 Make a presentation about the effect of weather on our lives.

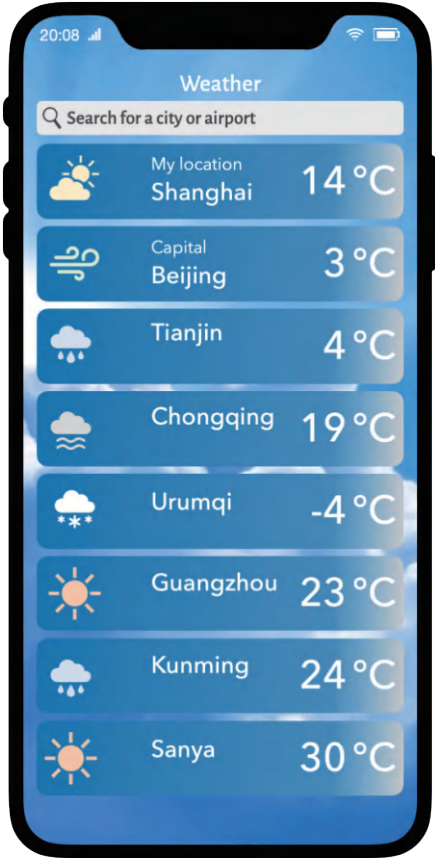


Getting started

Look at the pictures and answer the questions.

- 1 What is the weather like?
- 2 What are the people doing?

Wang Yiming is using a weather app to prepare for a weather report in class.



A1 Look and say Look at the app page and complete Yiming's report with words from the box.

wet	raining	cloudy	hot
windy	snowing	foggy	sunny

It's the thirtieth of March today. The weather in Shanghai is ¹ _____ and cool. In the north, it's quite ² _____ and cold in Beijing. The temperature drops to three degrees Celsius. It's also very dry. It's ³ _____ in Tianjin and ⁴ _____ in Chongqing today. Urumqi is very cold and ⁵ _____ too. In the south, Guangzhou is warm and it's ⁶ _____ today. Kunming is very ⁷ _____ because it's rainy all day. Sanya is still ⁸ _____ and you can swim in the sea.



TEEN skill Reading temperatures

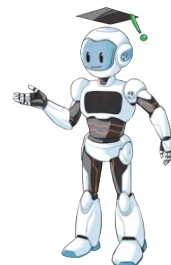
- °C = degree(s) Celsius
- 8°C = eight degrees Celsius
- -12°C = twelve degrees Celsius below zero/minus twelve degrees Celsius



Sound Letters "th"

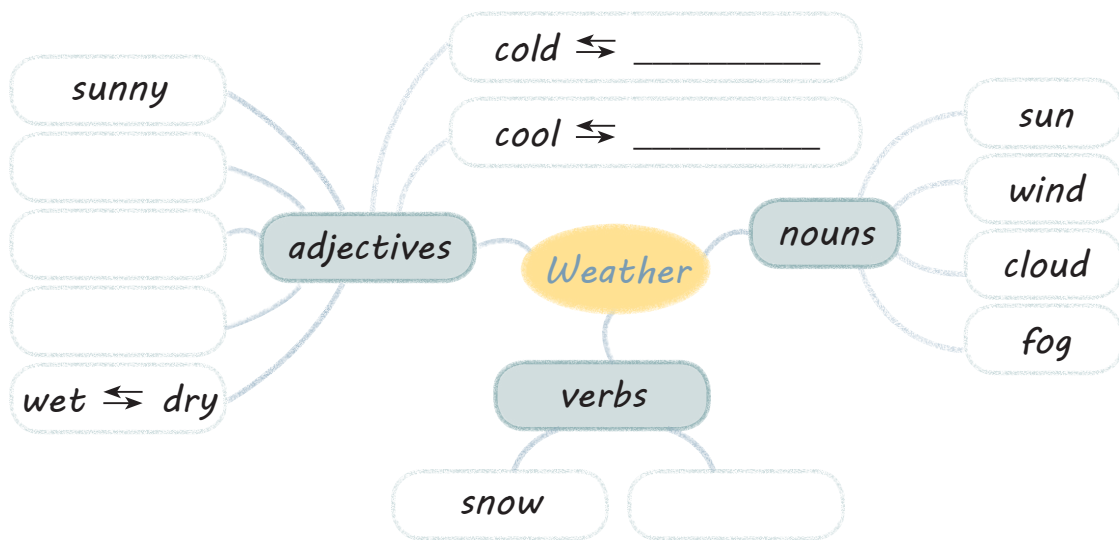
Read aloud.

Whenever the weather is clouthdy,
I don't know whether I'm wearing the righther clothes.
But Cathy thinks she'll take her umbrella.



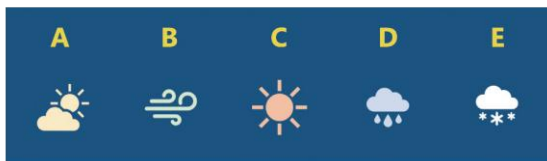
Word study Word group

Complete the mind map with the proper forms of the weather words in A1.



A2 View, listen and take notes Listen to a weather report. Choose from A–E to complete the boxes and write temperatures in the circles.

Listening for key information



A3 Listen and say Listen again. Besides the weather, what else does the weatherman say? Why does he say that?

Update my to-do list

Listen to part of a weather report. Take notes about the weather in Birmingham and Edinburgh, and compare the weather in the two cities.

Wang Yiming and his friends are making a display board about seasonal activities.



go swimming

go cycling

have a picnic

go to the beach

make snowmen

go skating

plant trees

fly kites

B1 Look and say Look at the display board. Put the English stickers in the right places. Then talk about your favourite seasonal activities.

What's your favourite activity in spring?



I like cycling with my friends best.



**B2 Listen, read and think** Listen to the conversation between Yiming and Li Bailing. What are their favourite seasonal activities?

Yiming: Isn't it a lovely day?

Bailing: Yes, quite good. I like warm and sunny weather.

Yiming: So is spring your favourite season?

Bailing: Yes. It's nice to go hiking and enjoy the sunshine.

Yiming: Why not go on an outing this weekend?

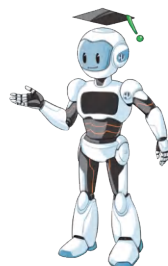
Bailing: That sounds good! Is spring your favourite season too?

Yiming: Well, I like winter best. I can play with snow and I enjoy making snowmen. It's also fun to celebrate the Spring Festival with my family. Do you think so?

Bailing: You can say that, but I really hate cold weather.

B3 Pair and share Work in pairs. Talk about your favourite season and give reasons. Start your conversation with a comment or question about the weather.**TEEN skill** Starting a conversation

To start a conversation, we may choose the topics like weather, travel, food, cooking and sports. It is helpful to collect some information and prepare some questions before a gathering. Weather is a safe topic.

*My learning notes***Responding to suggestions:**

- That's a good idea.
- Sure, I'd love to.
- _____
- I'm afraid I can't.
- I'd love to, but ...

**Update my to-do list**

Work in pairs. Talk about the season you are in and the activities you like. Start your conversation with a comment or question about the weather.

Wang Yiming is reading a news article about the weather in the UK.

C1 Predicting Read the newspaper headline and think what happened to the UK.

 **C2** Read the news article.



A boy tries to cool down.

WORLD NEWS

UK heatwave hits a new high

The 19th of July saw an extreme heatwave in the UK. Temperatures in several places broke records. In Coningsby, England, it reached 40.3 °C. Scotland also had its hottest day, with a temperature of 34.8 °C.

That day, fires broke out in a few places in England. Trains had to
5 slow down in many areas. An airport closed when parts of the runway started to break open. Some schools were closed too.

Other schools took action to keep cool. Pupils wore T-shirts and shorts, not their school uniforms, and played indoors. Zoos also tried their best to cool their animals down. Tree animals and sea animals ate iced
10 vegetables, leaves or fish.

In fact, the average temperature of the Earth has increased by about 1 °C since the late 1700s. Using coal, cutting down forests and driving cars caused the problem and made it worse day by day.

Personal touch

Have you experienced very hot weather like the heatwave in the UK?

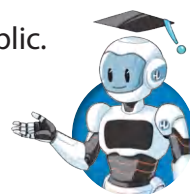
Text type News articles

A news article is to report important news or information to the public. It begins with the most important thing.

Headline: a short expression or sentence, to the point and easy to remember

Lead: the first sentence or paragraph, to introduce a story or to provide basic information

Details: facts or quotes ^①



MOST IMPORTANT

IMPORTANT

① quote 引用; 引述

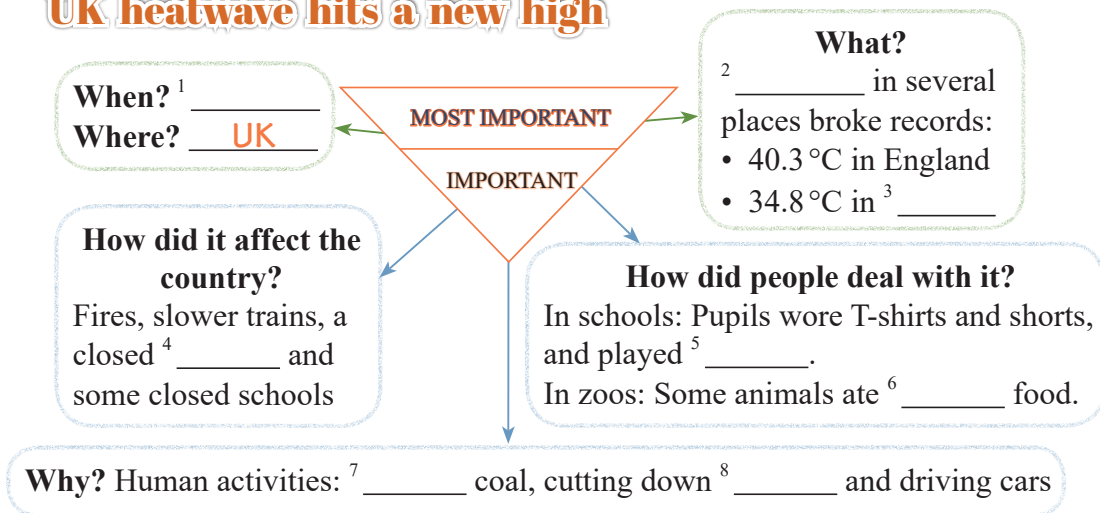
C3 General understanding Match each question with a paragraph in the news article.

- Paragraph 1 _____ A What caused the rising average temperature?
 Paragraph 2 _____ B How did the heatwave affect the UK?
 Paragraph 3 _____ C What did people do with the heat?
 Paragraph 4 _____ D What happened in the UK?

C4 Detailed reading Read again and fill in the blanks with details about the heatwave in the UK.



UK heatwave hits a new high



C5 Further thinking Answer the questions.

- 1 What else causes changes in the weather?
- 2 What other extreme weather do you know about?

Vocabulary focus Complete Yiming's reading report with the proper forms of the words and phrases from the text.

Today I read the news on the UK heatwave. The temperature ¹ _____ this summer and it greatly affected the lives of people in the UK. Fires ² _____; trains slowed down; a runway at an airport began to break open; some schools did not open. In some places, students still went to school. But they didn't wear ³ _____ or play in the sun. Zoos also tried to keep their animals ⁴ _____ with cold food. To stop the temperature from ⁵ _____, people should try their best to go green.



Update my to-do list



Describe the heatwave in the UK with the help of C4.

➤➤ Grammar in use Preparatory it

1 Read and think Read the following sentences to see when we use *it*.

- (1) It's the thirtieth of March today.
- (2) It's quite windy and cold in Beijing.
- (3) It's spring now.
- (4) It's about 300 kilometres northwest of London.
- (5) It's nice to go hiking and enjoy the sunshine.
- (6) In Coningsby, England, it reached 40.3 °C.

2 Work out the rules Fill in the blanks with the numbers of the sentences above.

Use	Example
We use <i>it</i> as an empty subject. It can refer to date, season, weather, temperature and distance.	date (sentence _____) season (sentence _____) weather (sentence _____) temperature (sentence _____) distance (sentence _____)
We often use <i>it</i> before " <i>be + adj./n. + to-infinitive</i> ".	sentence _____

Grammar file → p. 114

3 Practise Wang Yiming is talking about a hot day with Lu Yao. Fill in each blank with the correct sentence to complete the conversation.

A it's Major Heat B It's so hot C It's a tradition to drink *Fu* tea D it's 38 °C

Hi, Lu Yao. ⁽¹⁾ _____ today.

Oh, really? What do people usually do on this day?



Yes, ⁽²⁾ _____. Did you know ⁽³⁾ _____, the last solar term in summer?

⁽⁴⁾ _____. We can also go to the beach.



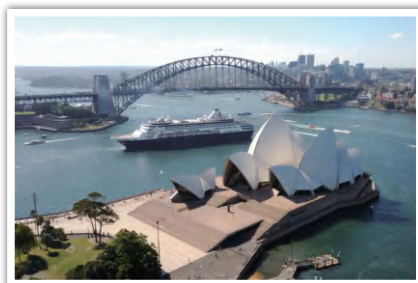
4 Report Wang Yiming finds more information about the weather in different cities. He is now telling his sister his findings. Look at his findings and report like him.



Sanya



Harbin



Sydney

	Sanya		Harbin		Sydney	
	Jan.	Jul.	Jan.	Jul.	Jan.	Jul.
 (°C)	21.3	28.3	0	22	22.2	11.7
 (mm)	10.3	158.5	8	150	101.6	63.5
 (km/h)	10.1	8.6	14	14	20.9	9.7

In Sanya, it's winter in January and summer in July. In January, it's quite warm and it's dry. It's 21.3°C. It's not windy. In July, ...



Wang Yiming receives an email from Lisa. Help him write a reply.

D1 Think Read Lisa's email. What does Lisa want to know from Yiming?

To: Yiming

From: Lisa

Subject: Best time to visit London

Greeting

Hi, Yiming!

How are you doing these days?

Body

You asked about the best time to visit London last time. For me, it's late spring. It's usually quite sunny, and not too hot in this season. You can visit Big Ben and travel on a red double-decker bus^①. Remember to take your umbrella with you because it rains in London from time to time.

I'd love to see your hometown one day. Would the summer holidays be a good time to visit you? Write soon!

Closing

Best regards,

Signature

Lisa



TEEN SKILL Writing an email

- Greet your friend at the beginning.
- Write the information you want to give or get in the body part.
- Express good wishes at the end.
- Don't forget to write your name.



D2 Prepare What does Lisa write about in her email to Yiming? Find the information in the email.

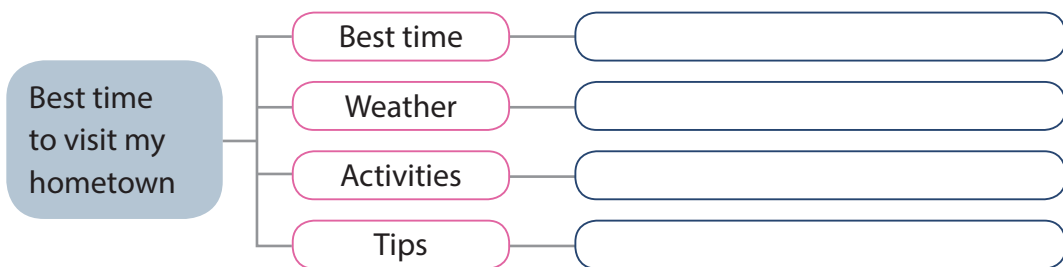
Best time: _____
Weather: _____

① double-decker bus 双层公共汽车

Activities: _____

Tips: _____

D3 Plan What are you going to write about in your reply to Lisa? Take notes in the mind map.



D4 Write Help Yiming complete his email to Lisa.

To:
 From:
 Subject:

I'm very glad to hear from you. How are you?

It is a good idea to visit my hometown _____ (When?). _____

All the best!

D5 Check Check your email. Pay attention to its structure.

Update my to-do list

Work in groups. Help your classmates polish their emails.

Different ways to predict weather

Weather stations



Over 2,000 years ago, people in Athens^① could tell time and the wind direction. The Tower of the Winds is said to be the world's first weather station. Today weather stations are on land or on the sea to collect information about the wind direction and wind speed.

Weather balloons measure^② temperature, humidity^③, air pressure and wind speed in the air. The first weather balloons appeared in France in 1892.

Weather balloons



Weather satellites^④

Weather satellites go around the Earth, and get pictures and information to predict weather. China had its first weather satellite, *Fengyun 1A*, in 1988.

Read and think Which way(s) are you familiar with? What other ways can help predict weather?

① Athens 雅典 ② measure 测量 ③ humidity 湿度 ④ satellite 卫星

Making a presentation^① about the effect of weather

Work in groups. Make a presentation about the effect of weather on our lives.

Step 1 **Collect ideas** Think of anything interesting or meaningful about weather in our lives. Make a mind map with your group members.



Step 2 **Choose and search** Choose a topic and search for more information or stories. Here is one group's work.

Weather & places

Place	Country	Meaning/ Nickname ^②	Information/Story
London	UK	"the Big Smoke"	In 1952, clouds of smoke from the burning of coal stayed in the air for five days ...

Step 3 **Select and prepare** Select your information or stories and prepare for the presentation.

- Some cities around the world got their nicknames or names because of the weather. For example, one of London's nicknames is "the Big Smoke". Smoke used to cover the sky of the city. The worst event happened in 1952. That year clouds of smoke from the burning of coal stayed in the air for five days. A lot of people fell ill and even died.

Step 4 **Share** Report your findings in class. Listen to other groups and take notes.



Update my to-do list



Put together the information shared by every group and add it to your mind map.

① presentation 陈述 ② nickname 别名; 昵称

Unit

5

Green

neighbourhood

Big Question

What makes a green neighbourhood?

To-do list

- 1 Listen to a song about a green neighbourhood.
- 2 Talk about ways to build a green neighbourhood.
- 3 Read a speech on Earth Day.
- 4 Write a diary about green experiences.
- 5 Design a green neighbourhood.



Getting started

Tick (✓) the answer(s) to the questions.

1 What is your neighbourhood like?

☐ big

☐ small

☐ beautiful

☐ clean

Other ideas: _____

2 What does a green neighbourhood usually have?

☐ many trees

☐ many birds

☐ clean energy

☐ a big garden

Other ideas: _____

Lu Yao is doing a “Building a green neighbourhood” project. She is reading a poster.



A1 Look and tick Put the numbers of the activities in the poster above. Tick (✓) the activities you have in your neighbourhood and add more if you want to.

1 collect bottles and cans

☐

2 repair old items

☐

3 sort rubbish

☐

4 make cloth bags

☐

5 plant trees

☐

6 pick up litter

☐

7 Your ideas: _____

A2 Listen and think Listen to a green song and complete the sentence.

The song tells people to help build a green neighbourhood with _____.

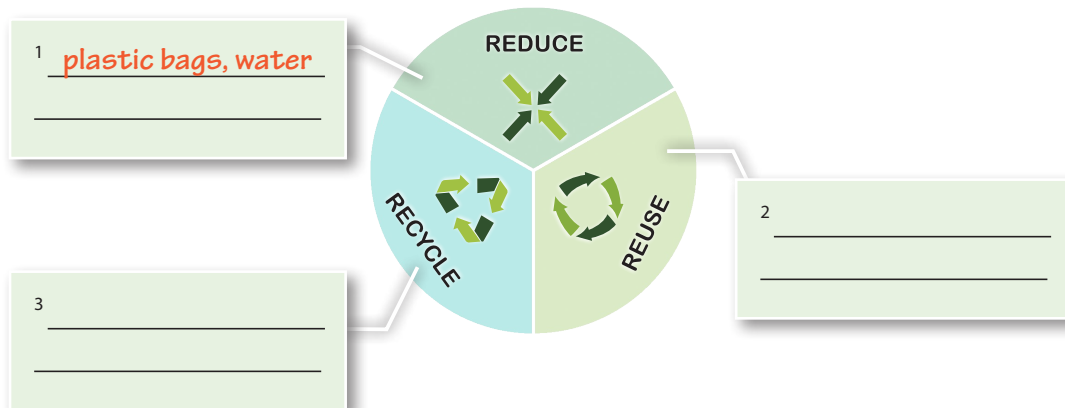


A3 Listen and take notes Listen again and put the words and phrase from the box in the diagram below.



Classifying

paper plastic bags water boxes plastic bottles glass



Sound Letters “ge”, “dge”, “ch” and “tch”

Sing to the beat.

Look at the edge of the bridge.

There's so much garbage.

A few matches,

A large plastic lunch box,

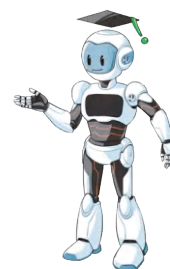
An old orange toy watch

And some rotten cabbage.

Let's go and pick them up.

It's our turn to make a change

For a better environment.



Word study Word group 3Rs

Reuse	Reduce	Recycle
water	plastic	newspapers
paper	waste	rubbish
cloth bags	uses of electricity	old clothes
...	...	...

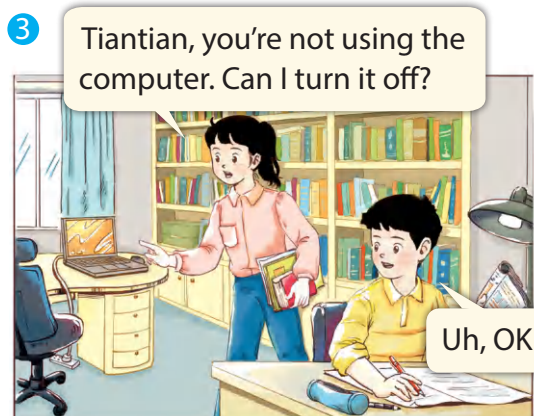


Update my to-do list

☐ ☐ ☐ ☐ ☐

Listen again and find out more dos and don'ts for the 3Rs.

Ms Chen and her students are talking about ways to build a green neighbourhood. They are reading a comic for ideas.



B1 Look and say Look at the comic. Where are the people in each picture?

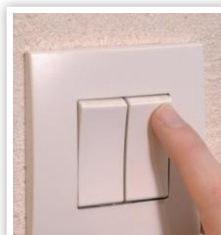
B2 Listen, read and think Listen to the conversation between Ms Chen and her students. What ideas do they have for a green neighbourhood?

Ms Chen: Children, what can we do to build a green neighbourhood?

Lu Yao: Well, we can turn off the lights when we leave the room. This saves electricity.

Ms Chen: Great! Any other ideas? Come on!

Yiming: I think we can tell people to put plastic bottles in the recycling bin. Don't mix them up with waste foods.



Bailing: I can use plastic bottles to make works of art.

Ms Chen: Very good. We can do so many things with them! What else can we do?

Lu Yao: What about using reusable shopping bags? I saw some very nice ones at the store.

Ms Chen: Good thinking! We can even make them on our own. They may last a long time. Do you have any more ideas?



B3 Role-play In pairs, continue the conversation. Use the ideas from the comic on page 62 or your own ideas. Also, use your learning notes for help.

My learning notes

Giving encouragement:

- Great work!
- Just do it!
- That sounds good.
- Believe me, you're going to make a difference!
- _____



Update my to-do list



Collect ideas on how to make your school a green one. Encourage your partners with the expressions above.

Jason, a student from Singapore, is giving a speech on Earth Day.

C1 Predicting Read the greeting and the first paragraph of the speech and answer the questions.

- 1 Who is Jason speaking to?
- 2 What do you think he will talk about?



 **C2** Read Jason's speech.

Good morning, teachers and friends!

I'm Jason Lee from Singapore. Today is Earth Day. I'd like to talk about my home country on this special day.

Singapore is a garden city and even our airport is like a huge garden.

- 5 Everyone is taking action to make Singapore greener. The government encourages people to take public transport like buses and the MRT. We usually walk or cycle to school. In all schools, we have environmental classes.

- 10 In fact, we have a Green Plan. In about ten years' time, all new cars and taxis will be electric. And 80% of the new buildings will be low-energy ones. We can also walk to a park in 10 minutes.

However, Singapore alone can't make a green planet. All the countries in the world should do their share to make the Earth greener. It's not only for the planet but also for the future of mankind.

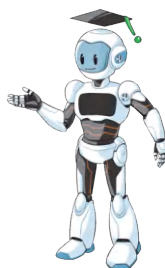
Personal touch

What do you think of the Green Plan in Singapore?

Text type Speeches

A speech usually has three parts:

- **Opening:** to greet the audience and say what the speech is about
- **Body:** to describe the main points, with facts and examples for each point
- **Closing:** to repeat the main idea and conclude the speech with a take-home message



C3 General understanding Read and complete the outline of Jason's speech.**Understanding the text structure**

Opening: _____

Body: _____

Closing: _____

C4 Detailed reading Read the speech again and fill in the blanks.

To make Singapore greener, everyone is taking action.

**Transportation:**

- People take ¹ _____ and ² _____.
- Students usually ³ _____ or ⁴ _____ to school.

**Education:**

- In all schools, we have environmental classes.

**City plan:**

- All new cars and taxis will be ⁵ _____.
- 80% of the new buildings will be ⁶ _____ ones.
- We can walk to a park ⁷ _____.

C5 Further thinking Answer the questions.

- 1 What else do you think helps Singapore become a green garden city?
- 2 What can we do to make our environment greener?

Vocabulary focus Complete the conversation between Mum and Li Bailing with the proper forms of the words and phrase from the text. The first letter is given.

Mum: Is there anything new today, Bailing?

Bailing: Yes, today is Earth Day and Jason made a speech to introduce his home country Singapore.

Mum: What did he say in his speech?

Bailing: He told us people in Singapore travel around by ¹p_____ transport. Students usually ²c_____ or walk to school. And they have environmental classes in all schools.

Mum: That's good for the environment. Is that all?

Bailing: No, he also talked about the Green Plan. In about ten years' time, people will take ³e_____ cars or taxis and most new buildings will use less ⁴e_____. There will be more ⁵p_____ quite near them.

Mum: In China, we are also ⁶t_____ a_____ to go green. I hope our ⁷p_____ will be a beautiful garden in the future.



Update my to-do list



Which part of Jason's speech do you like most? Why?

➡➡ Grammar in use Modal verbs: *can*, *may* and *should*

1 Read and think Read the sentences and think about the use of the underlined words. Find out more sentences with ***can***, ***may*** or ***should*** in this unit.

- (1) I think we can tell people to put plastic bottles in the recycling bin.
- (2) I can use plastic bottles to make works of art.
- (3) Those reusable shopping bags may last a long time.
- (4) All the countries in the world should do their share to make the Earth greener.

2 Work out the rules Complete the table with the proper sentences in Activity 1.

Use (can/may/should)	Example
To give advice or make suggestions	I think we can tell people to put plastic bottles in the recycling bin. (1) _____
To say that one has the ability to do something	(2) _____
To say that something is possible	(3) _____

Grammar file → p. 115